State of Arizona
Department of Education

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Technology Integration Project for Arizona Adult Education: 2005-2006 Final Report

Arizona Department of Education
Division of Educational Services & Resources
Adult Education Services
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September 2006

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Executive Summary

The regular and effective use of technology in the Arizona adult education classroom represents a priority for the Arizona Department of Education (ADE), Adult Education Services (AES) Unit. In July 2005, the Unit required that every funded adult education program throughout the state implement the *Arizona Adult Education Technology Standards*. Then, in October 2005, AES released the *Technology Plan for Arizona Adult Education*. In order to provide State-level leadership and support for technology integration, the Unit designed and initiated the Technology Integration Project in November 2005.

The Technology Integration Project requested that each adult education program appoint one or more individuals to serve as liaisons between it and the State office. In turn, these individuals received a series of year-long professional development activities in order to become Educational Technology Experts (ETEs) and to assist their programs' administrators and colleagues to better integrate technology into the adult education classroom.

During Program Year 2005-2006, 29 out of 33 Arizona adult education programs participated actively in the Technology Integration Project. By June 30th, 27 of these agencies (93%) had assigned and maintained one or more ETEs who undertook and completed three State-sponsored professional development workshops as well as a variety of technology-related, job-imbedded assignments. Furthermore, 18 out of 29 participating programs (62%) had identified program-specific barriers to technology integration and developed strategies to resolve them. Even more impressively, 25 out of 29 participating programs (86%) had developed frameworks for program-specific technology plans at their respective agencies. Finally, 27 out of 29 participating programs (93%) had moved closer towards Full Technology Integration as indicated by the Technology Integration Continuum in the *Technology Plan for Arizona Adult Education*.

At the end of Year One of the Technology Integration Project, AES surveyed the State's ETEs and program directors regarding their perceptions of the Project. Overall, these responses indicated satisfaction with it and reflected a greater understanding of what the term "technology integration" means. During Program Year 2006-2007, AES will continue to provide the State's adult education programs with leadership and professional development trainings within the context of educational technology. Although the Unit anticipates hosting fewer face-to-face workshops, it intends to use technology to a greater extent to disseminate information and communicate with ETEs and program directors. It also hopes to see adult education programs throughout the State establish their own mechanisms for increasing their instructors' technological abilities and knowledge. These mechanisms may range from establishing in-house technology mentoring teams or study groups to sponsoring staff attendance at intensive technology trainings.

Life in the 21st Century requires that individuals understand how to use technology to perform educational, work-related, and day-to-day tasks. With this realization, the ADE/AES Unit will continue working to ensure that adult education programs throughout the State realize and meet this fundamental need of today's adult learner.

Technology Integration Project for Arizona Adult Education:
2005-2006 Final Report

Background:

The use of technology for educational purposes in the adult education classroom constitutes an important priority for the Adult Education Services (AES) Unit of the Arizona Department of Education (ADE). In order to function effectively in society, adult learners not only need to know how to read, write, and compute but must also know how to use technology to communicate, access and organize information, and create products. In the fall of 2004, AES released the Arizona Adult Education Technology Standards. Then, on July 1, 2005, it required that Arizona adult education programs implement these standards into their respective curricula. In order to facilitate this process, AES developed a plan termed, *The Technology Integration Project for Arizona Adult Education.*

Purpose:

The Technology Integration Project for Arizona Adult Education seeks to provide ongoing training and technical assistance for every state-funded adult education program. As part of this project, AES asked that each adult education agency designate one or more staff members to become Educational Technology Experts (ETEs). Program directors were informed that the individuals selected would not only serve as liaisons between AES and their respective programs but would also participate in a year-long series of professional development trainings focusing on technology integration. These trainings would provide the ETEs with the knowledge needed to help their programs implement the Technology Standards and move closer towards the goal of achieving full technology integration.

In addition to providing professional development trainings, AES also established an online meeting room, called the ETE Online Forum, to allow for ongoing asynchronous communication between it and the ETEs. This forum allowed for event calendaring, threaded discussions, link sharing, and document posting. AES also set the goal of visiting and providing on-site technical assistance to each funded agency. By the end of June 2006, it had visited 27 of the 33 programs and, in doing so, observed more than 170 classes. After visiting each program, AES provided a written observation summary to the respective program director, which highlighted what it considered to be the effective use of technology in the classroom as well as potential areas for improvement.

Participating Programs:

During the 2005-2006 program year, the following 29 agencies participated actively in the Technology Integration Project:

- Arizona Call-A-Teen Youth Resources, Incorporated
- Camp Verde Adult Reading Program

- Central Arizona College Adult Education Program
- Chandler Public Library C.O.R.E. Program
- Cochise College Adult Education Program
- Coconino Adult Education Consortium
- Crane Elementary School District Adult Education Program
- Eastern Arizona College Adult Education Program
- Friendly House Adult Education Program
- Gila Literacy Program
- Gilbert Adult ESOL Program
- La Paz Career Center
- Literacy Volunteers of Maricopa County
- Literacy Volunteers of Santa Cruz County
- Literacy Volunteers of Tucson
- Maricopa County Adult Probation – Frank X. Gordan Education
- Mesa Public Schools Adult Education Program
- Mohave Community College Adult Education Program
- Native Americans for Community Action
- Nogales Unified School District Adult Education Program
- Northland Pioneer College Adult Education Program
- Pima College Adult Education Program
- Pima County Adult Probation – LEARN
- Queen Creek Unified School District Adult Education Program
- Rio Salado Adult Education Program
- Tempe Union High School District Adult Education Program
- VICTORY Adult Education Program
- Yavapai College Adult Education Program
- Yuma Reading Council

State of Technology Integration in Arizona during Program Year 2005-2006:

Since adult education programs in Arizona operate through a variety of providers such as public school districts, community colleges, literacy agencies, non-profit organizations, adult probation departments, and libraries, each varies in its access to, and use of, educational technology. At the start of Program Year 2005-2006, many adult education program directors in Arizona did not focus much attention on where their programs stood in terms of technology integration. They may have known that their programs either did or did not have computer access and that the Technology Standards were expected to be implemented into instruction, but beyond these two generalities, most were not even clear on what the term "technology integration" meant or how it applied to their agencies. Nearly all directors held the misconception that if teachers were taking their students to a computer lab on a fairly regular basis to use educational software applications that this constituted "full technology integration."

Through the dedicated efforts of the state's ETEs, by the end of June 2006, every program director whose agency participated actively in the Technology Integration Project knew much more precisely where his or her program stood in terms of

technology integration. Likewise, directors now understood that full technology integration refers to the seamless and consistent use of a variety of classroom technologies to support and enhance instruction. Even more importantly, they realized what steps needed to be taken next in order to move their programs closer towards full technology integration. Based on results obtained in the ETE End-of-Year Survey and the Technology Integration Project Director's Survey, the majority of ETEs and program directors felt that their agencies had moved closer towards improving themselves in the areas of *attitude*, *access*, *aptitude*, and *application* regarding technology integration. Additionally, 25 of the 29 actively participating programs had developed frameworks from which to create a program-specific technology plan.

Professional Development Workshops:

AES sponsored three separate professional development opportunities: a fall regional workshop, a two-day state workshop, and a spring regional workshop.

Fall Regional Workshop:

The fall regional workshop familiarized the state's ETEs with the project, established expectations, and provided a timeline for future events. It also acquainted ETEs with the online tool that would serve as a primary source of communication and information, reviewed the goals described in the state's technology plan, and identified strategies for overcoming program-level barriers facing technology integration. During the workshop, ETEs self-assessed their own technology skills and looked at resources for personal skill development. Participants were given several job-imbedded assignments to complete prior to the state workshop. They included: (1) submitting monthly, written progress summaries to AES; (2) conducting a formal Web site evaluation; (3) writing, teaching, and reflecting on a technology-rich lesson plan; (4) learning and reporting on a new technology skill; (5) surveying their programs to determine their current educational technology status; and (6) identifying a program-specific barrier to technology integration while setting 2-5 goals for overcoming it.

2-Day State Workshop:

The 2-day state workshop took place in February 2006. Highlighting this event was a 4-hour training provided by a representative of Mid-Continent Research and Learning (McREL), which focused on using technology with classroom instruction. During this specialized session, ETEs learned about nine research-based instructional strategies for student achievement and discussed ways in which to use technology with these strategies. At the 2-day state workshop, ETEs were also given time with one another to discuss pertinent issues, approaches, and challenges they faced at their respective agencies in regards to integrating technology. Additionally, they attended a session on the upcoming Arizona Adult Literacy Week, learned about resources available through the Literacy Information and Communication System (LINCS) from a representative of Western-Pacific LINCS, and were introduced to the Captured Wisdom Professional Development Series, a free interactive resource that is designed to help

inform educators of successful practices of integrating technology into adult education instruction. Job-imbedded assignments given at the workshop included: (1) the continued submission of monthly progress journals; (2) the ongoing use of the ETE Online Forum as a means to communicate; (3) the acquisition of another new technology skill; (4) the planning and submission of a technology-rich event for the Arizona Adult Literacy Week Event Challenge; (5) the planning and delivery of a professional development activity focusing on technology integration at the ETE's respective adult education program; and (6) the creation of a program-specific technology plan framework.

Spring Regional Workshop:

The spring regional workshop saw the distribution of the ETEs' Web site evaluations and technology-rich lesson plans in both printed and electronic format. At this time, ETEs were encouraged to make these resources available to every instructor at their adult education programs. ETEs were also provided with two 90-minute sessions in order to collaborate with one another on their program-specific technology plan frameworks and the educational technology professional development activities they had conducted at their respective programs. Finally, ETEs attended a workshop on how to use PowerPoint to engage learners and another on WebQuests. The spring regional workshop concluded with a brief discussion on visions for Year Two of the Technology Integration Project as well as the distribution of the final job-imbedded assignments for Program Year 2005-2006. These assignments consisted of: (1) submitting a final journal entry; (2) continuing to use the ETE Online Forum over the summer to communicate with one another; (3) learning another new technology skill; (4) completing a project evaluation survey sent out by AES; and (5) submitting a program-specific Technology Integration Project summary to AES.

End-of-Program-Year Surveys:

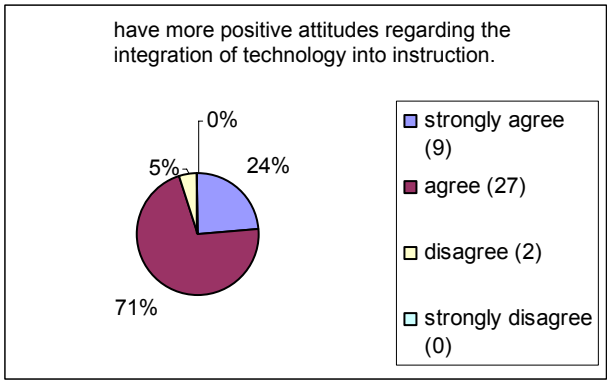
In June 2006, the ADE/AES Unit sent out e-mail invitations to 50 ETEs requesting that they complete an anonymous end-of-year survey regarding Year One of the Technology Integration Project. Out of these professionals, 40 completed and submitted the instrument.

After closing the ETE survey, AES then sent out e-mail requests to 32 adult education program directors asking that they also complete an anonymous end-of-year survey reflecting their impressions of the Technology Integration Project. Of those administrators, 27 replied.

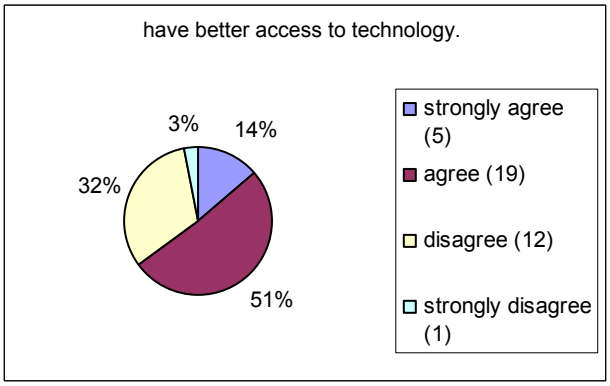
The percentages in each of the following charts are based on the total number of participants completing each question.

ETE End-of-Year Survey Results

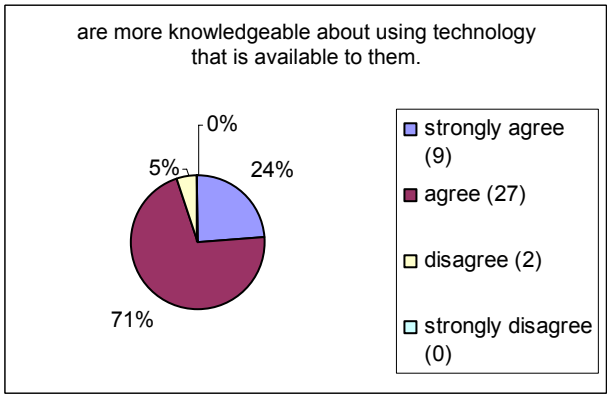
(1) In comparison with the beginning of the Technology Integration Project, teachers at my adult education program now:



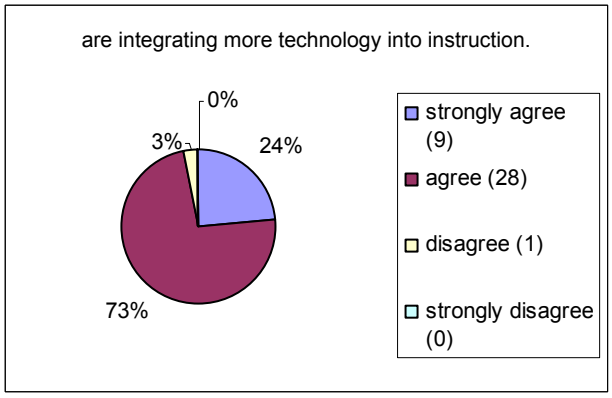
38 responses/2 no responses



37 responses/3 no responses

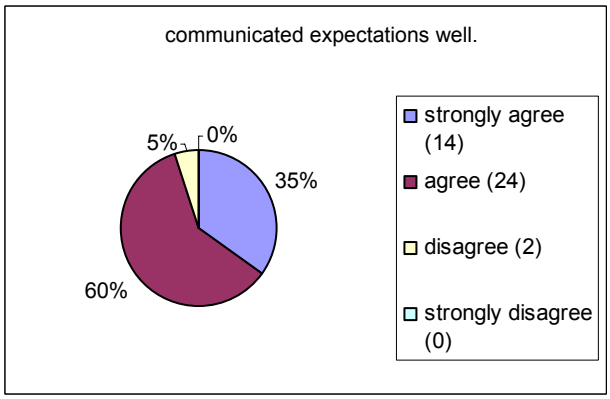


38 responses/2 no responses

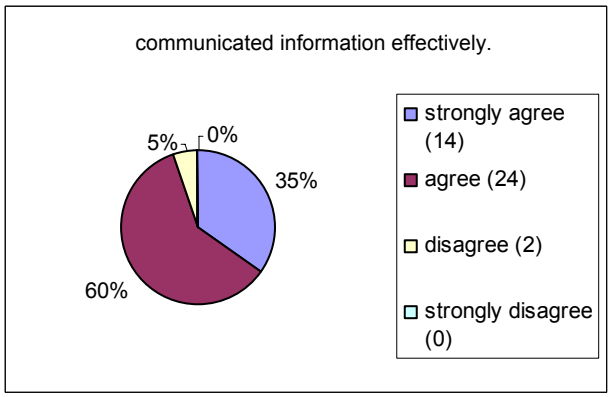


38 responses/2 no responses

(2) In regards to the Technology Integration Project, the Arizona Department of Education, Adult Education Services Unit:



40 responses



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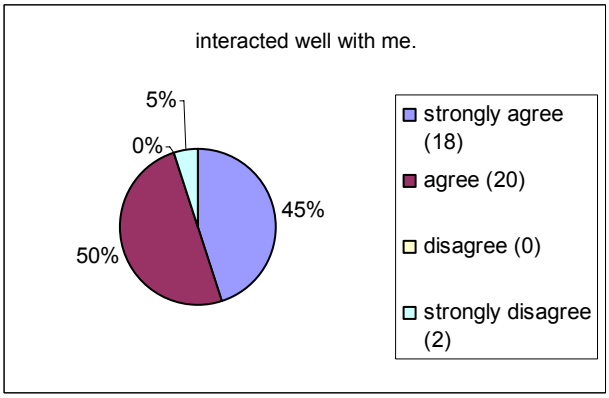
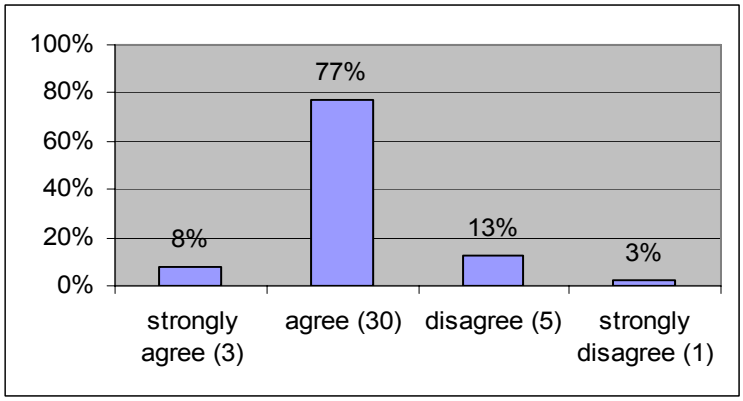


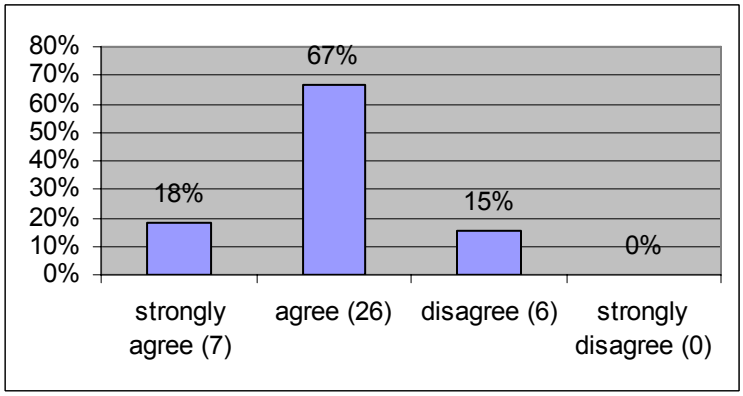
40 responses

(3)The ETE job imbedded assignments for this year were beneficial.



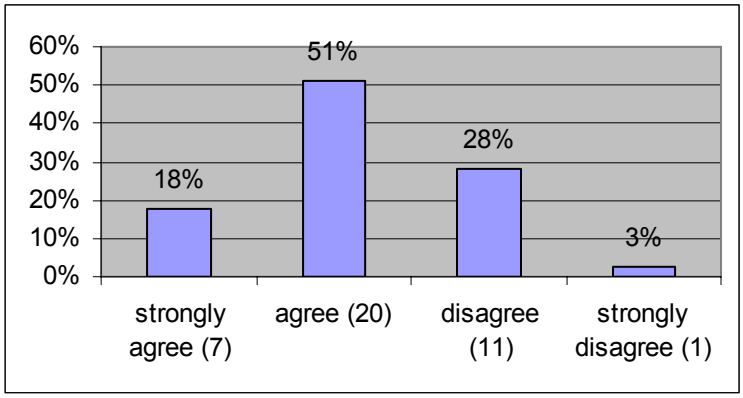
39 responses/1 no response

(4) The ETE job-imbedded assignments for this year were relevant.



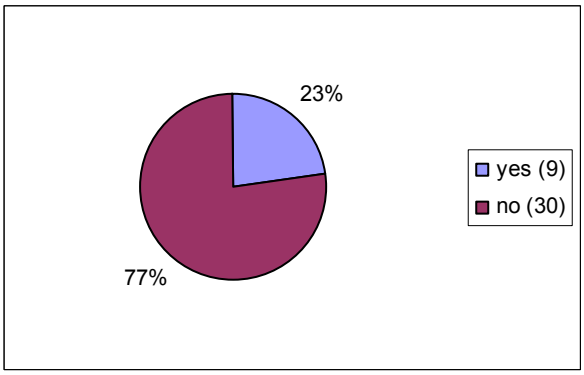
39 responses/1 no response

(5) The ETE Online Forum on NiceNet* was useful for exchanging information with other ETEs.



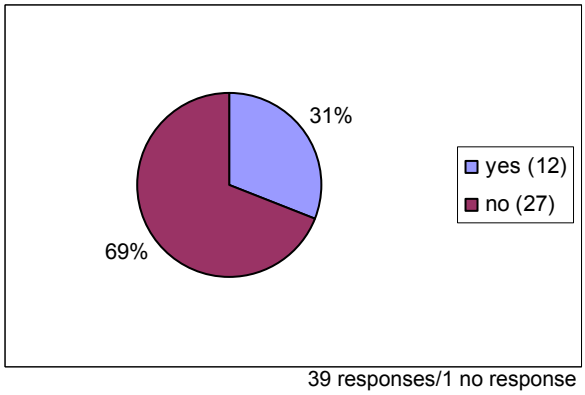
39 responses/1 no response

(6) My adult education program has decided to use NiceNet* to share information among its teachers.



39 responses/1 no response

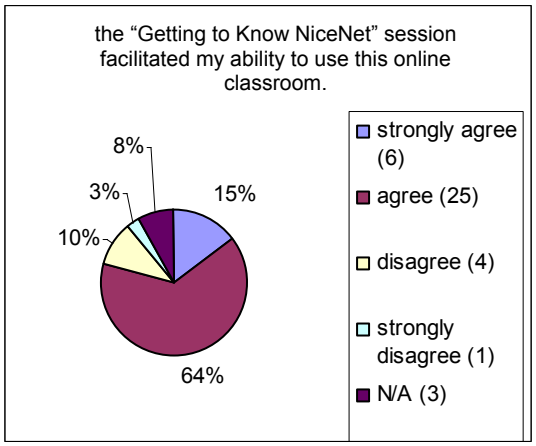
(7) Some, or all, of the teachers in my adult education program use NiceNet* with their students.



39 responses/1 no response

* NiceNet is a free, Internet-based, and publicly usable online classroom platform.

(8) At the Technology Integration Project Fall Regional Workshop:



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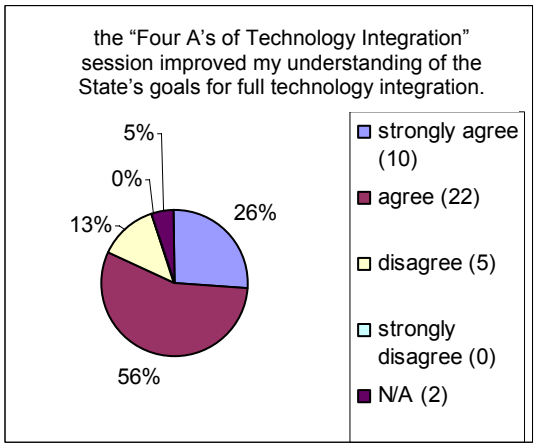

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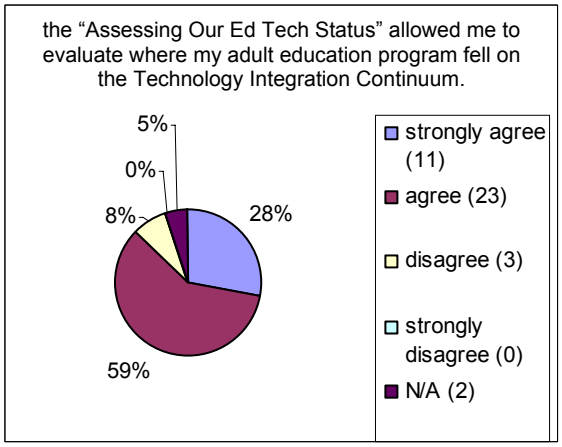

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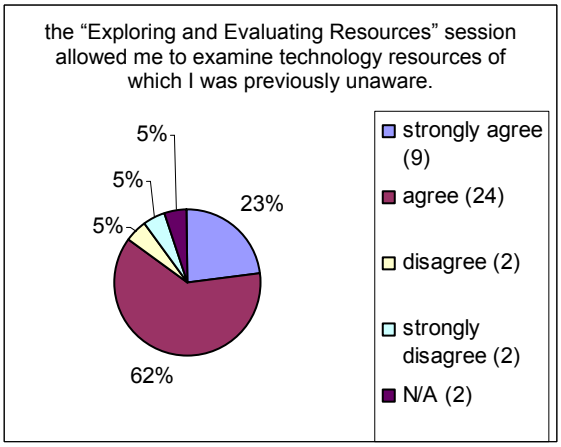

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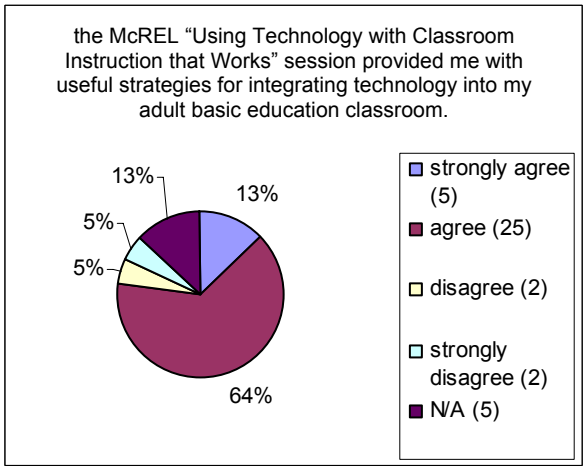
(9) At the Technology Integration Project 2-Day State Workshop:



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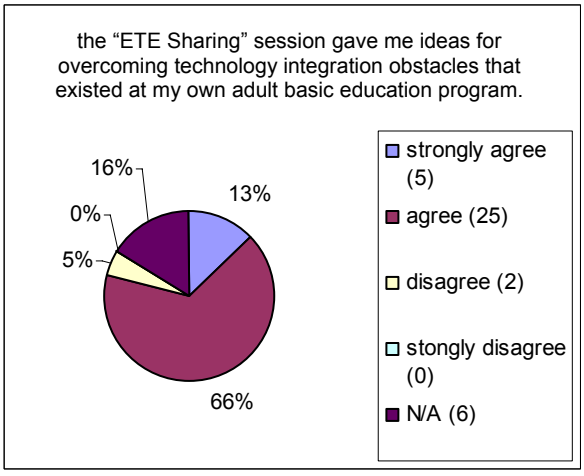

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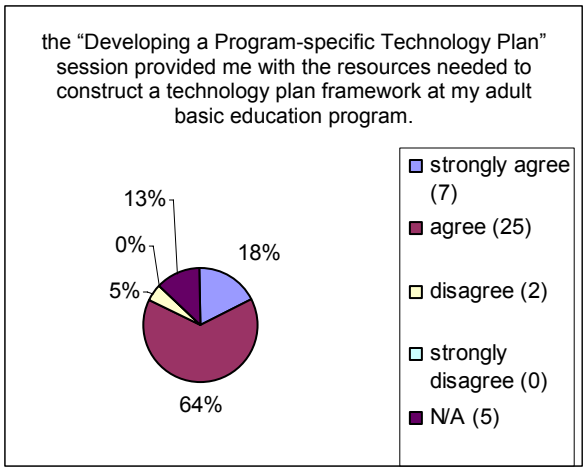

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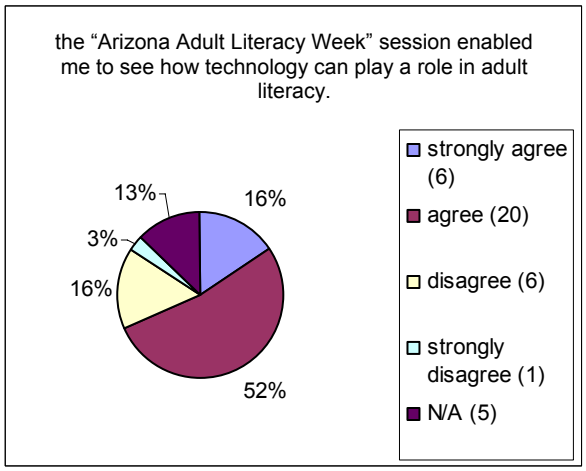

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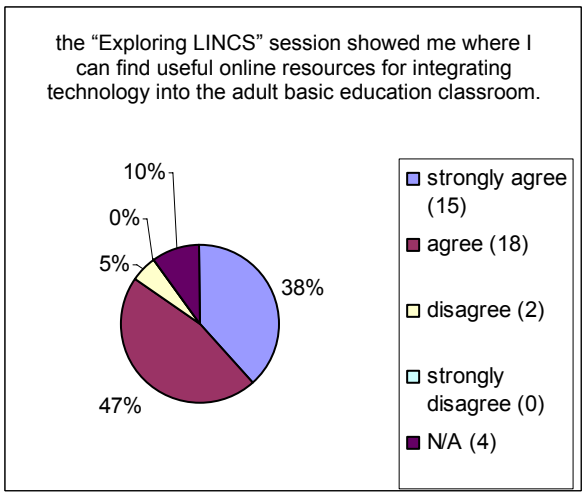

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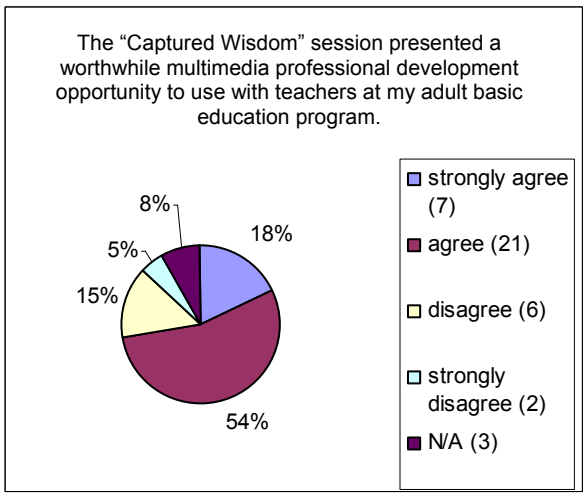
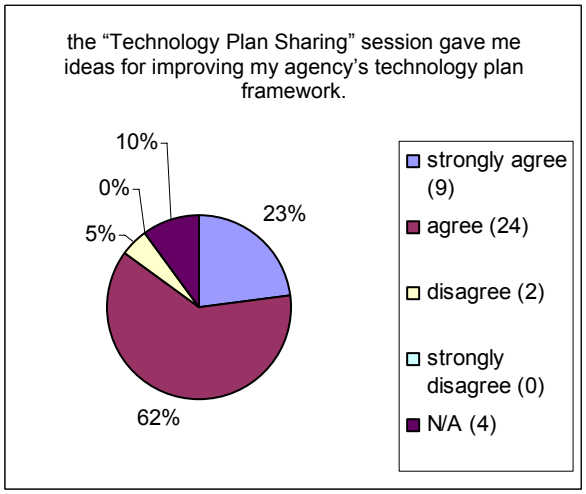


39 responses/1 no response

(10) At the Technology Integration Project Spring Regional Workshop:



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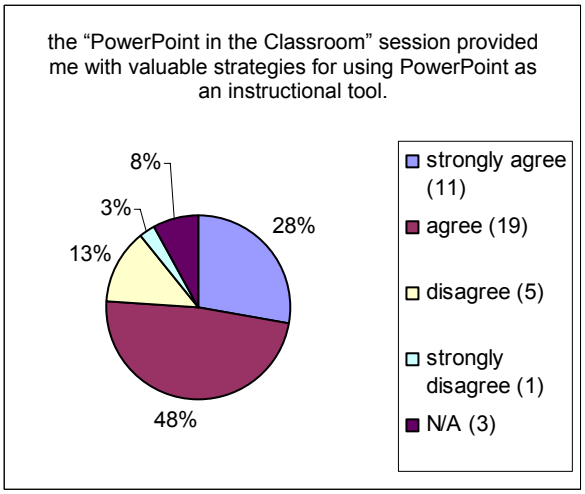

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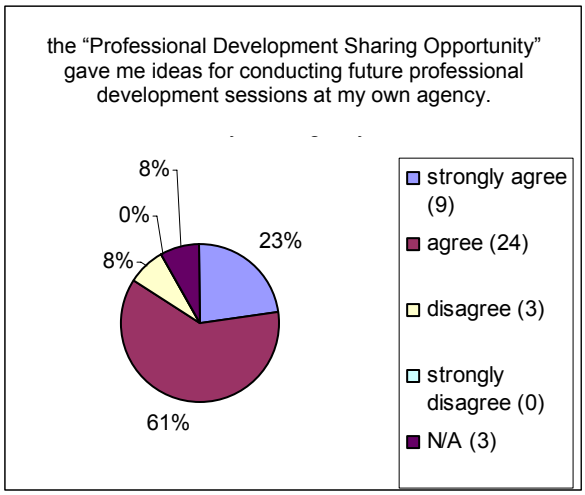

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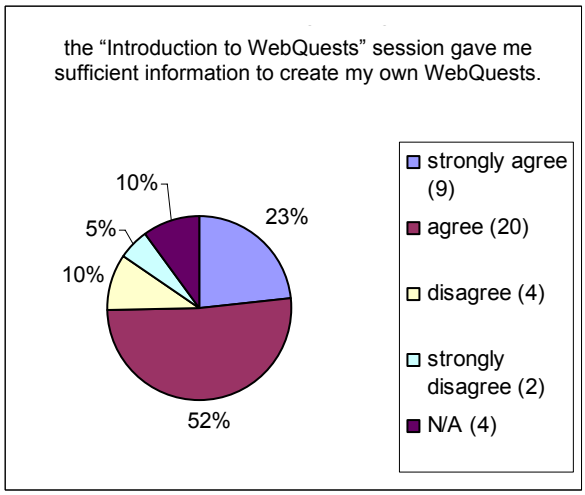
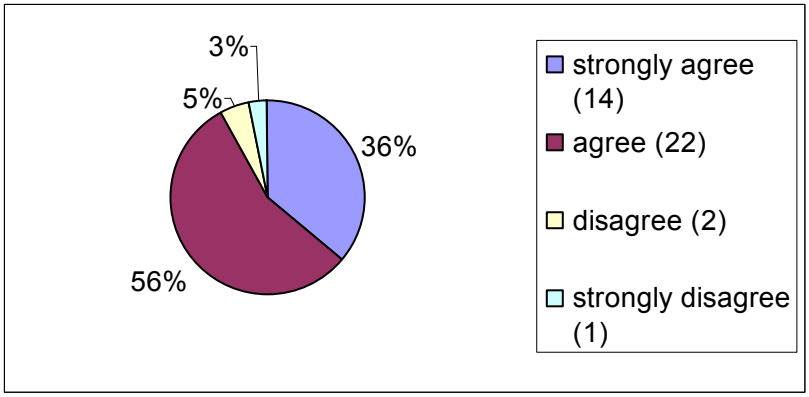


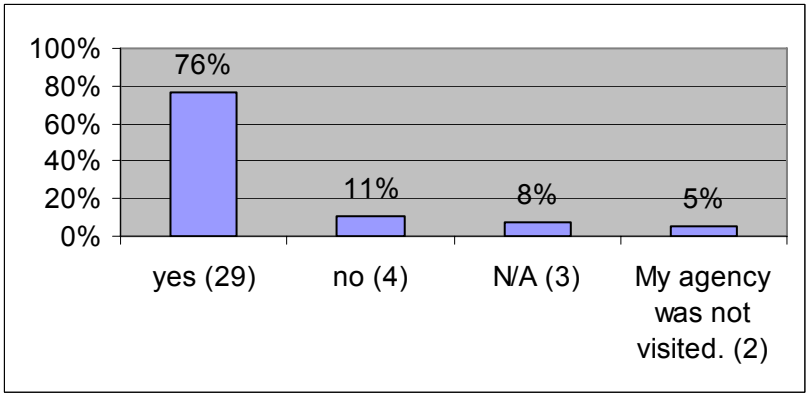
39 responses/1 no response

(11) The Technology Integration Project supported the implementation of the Arizona Adult Education Technology Standards.



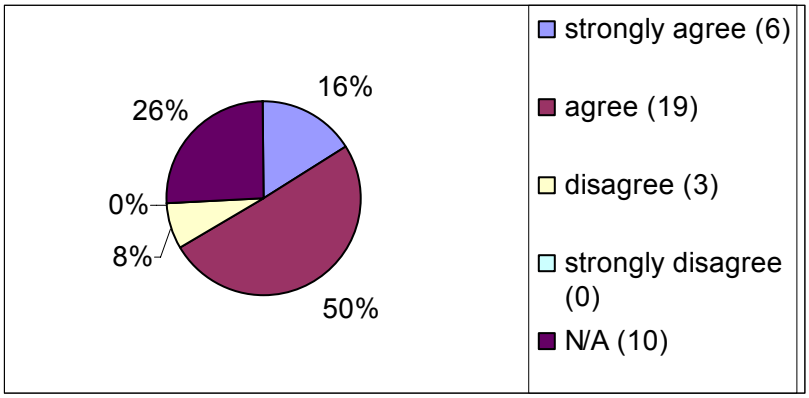
39 responses/1 no response

(12) My program director shared the on-site observation summary conducted by the Arizona Department of Education, Educational Technology Unit with me.



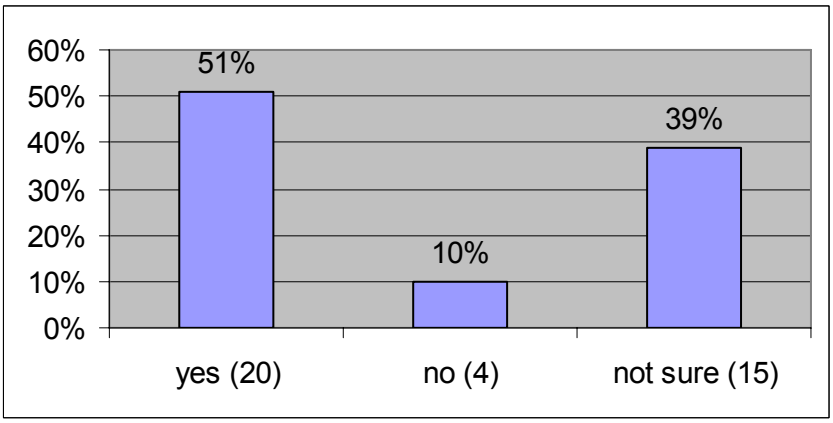
38 responses/1 no response

(13) I found the recommendations contained in the on-site observation summary useful.



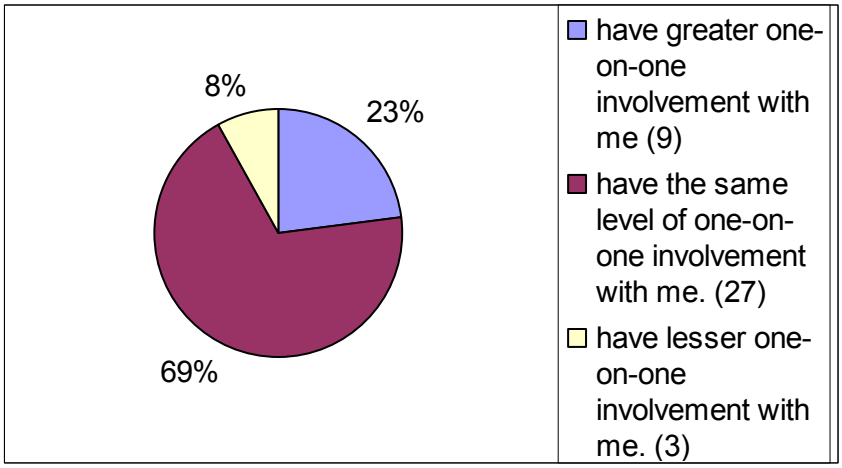
38 responses/2 no responses

(14) I would like to develop a technology mentoring program for faculty at my agency.



39 responses/1 no response

(15) In regards to the Technology Integration Project, in Program Year 2006-2007 I would like the Arizona Department of Education, Adult Education Services Unit to:



39 responses/1 no response

(16) At future workshops sponsored by the Arizona Department of Education, Adult Education Services Unit, I would like sessions related to (please select all that apply):

(1) effective instructional strategies utilizing technology. (33)	80.0%
(2) future trends in educational technology. (26)	68.0%
(3) creating technology-rich classroom lessons. (25)	66.0%
(4) national perspectives on technology integration. (22)	58.0%
(5) getting administrators, teachers, and students motivated about using technology. (21)	55.3%
(6) specialized training in educational technology software (e.g. – Excel, digital storytelling, etc.). (21)	55.0%
(7) developing a program-specific technology plan. (18)	47.4%
(8) specialized training in educational technology hardware (e.g. – PalmPilot, video camera, etc.). (18)	47.0%
(9) ETE professional sharing opportunities. (15)	39.5%
(10) other (please specify): basic training on operating hardware. (1)	2.6%

38 responses/2 no responses

(17) Please provide any additional comments you would like to share with the Arizona Department of Education, Adult Education Services Unit.

(1) Some of these questions were difficult to answer because I neither agreed or [sic] disagreed, such as how technology was provided as [sic] our campus—it didn't change, we are a program that is very integrated with technology, so the questions weren't as applicable for us.

(2) This has been an extremely positive experience for me. The work Matthew and Cheryl have put into this project is very evident.

(3) Thanks for your work!

(4) In many ways I am very disappointed. Even though I have enjoyed helping my colleagues it has taken a lot of time I usually use for preparing my classes. That has sometimes been very frustrating. It is fun to help others and see how they get excited about what can be done with the help of technology but there were no perks for me. When I signed up for this I was hoping that I would learn something new, that I would take some steps forward in my technological development as well, but that didn't

happen. I don't think it is right to ask people to put in a lot of work and not give them anything back.

(5) I felt the team did an excellent job of presenting expectations, information and resources to us ETE's [sic].

(6) As a professional and an adult, I did not find the "let's go around the room and have everyone read a paragraph aloud" approach to facilitating some of the sessions to be an effective or appropriate method.

(7) The Technology Conferences [sic] were very worthwhile and informative. I appreciated very much the interest that was shown for small learning centers such as ours.

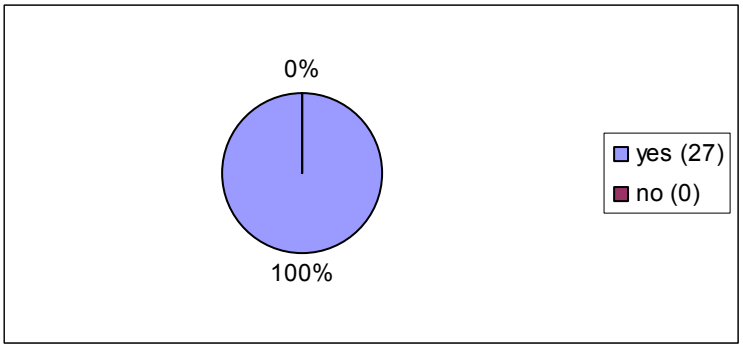
(8) This project has made us far more aware of thechnology [sic] and how we use it than we were before. Though our resources are limited, we are proud of the progress we have made this year and feel that we are poised to keep moving forward.

(9) It has been a pleasure4 [sic] to work with all of you at the ETE Conferences, as well as the Site [sic] visit, her [sic] in [location omitted]. Of all of my duties here at [location omitted], my most pleasurable and fulfilling, is the role I play as my schools' [sic] ETE. We have all gained and grown from working with each of you, Sheryl, Matthew, Cindy and all the other ETE's [sic] who share their ideas and experiences with us. I look forward to working with you all next year!! God Bless + [ETE's name and adult education program's name omitted].

(10) I never really understood what the long-range strategic goals for this program were, and as a result, I did not fully understand how to integrate what we were doing in the workshops with the planning necessary foir [sic] my agency. Most of the teachers I spoke to at the workshops and conferences wanted more technical hands-on information, such as intensive training in Word, how to use macros, what the various dialogue boxes mean, etc. The technical programs which we had, such as Sherry's [sic] presentation on PowerPoint, or using Webquest [sic], were far too short, and did not have some project for the teachers to work on in smlall [sic] groups while we were in the sessions. If technological integration into programs is really a goal, then the State Department needs to make arrangements for a represnetative [sic] form [sic] each program to attend the Microcomputing [sic] in Education conference at ASU. I suspect that most programs, like my program, can't afford to send anyone to these conferences.

Technology Integration Project Directors' Survey Results:

(1) My program participated in the Technology Integration Project sponsored by the Arizona Department of Education, Adult Education Services Unit.

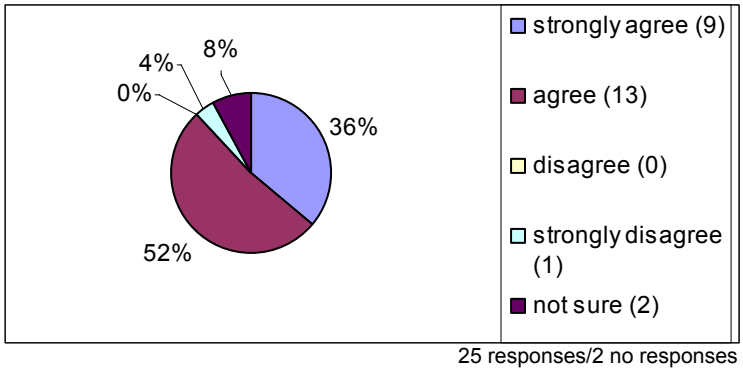


27 responses

(2) Please explain why your program didn't participate.

Not Applicable

(3) The Technology Integration Project Supported the implementation of the Arizona Adult Education Technology Standards at my agency.



25 responses/2 no responses

(4) Additional comments:

(1) My agency has had a written 3-year technology plan in effect since FY2004. That plan was developed by a broad-based committee and has been implemented, revised and up-dated all along. With new emphasis on Technology Standards concerning delivery of instruction to students, we feel confident we are on the right track. We will probably add and implement some technology instruction and experiences specifically for the students in addition to the use of the excellent educational software we continue to use. Our written plan has currently been re-vised [sic] to extend from FY07 to FY-09.

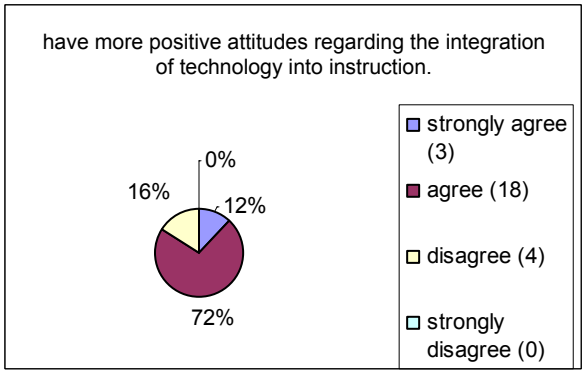
(2) This project compelled us to make technology a priority

(3) Not sure what supported means.

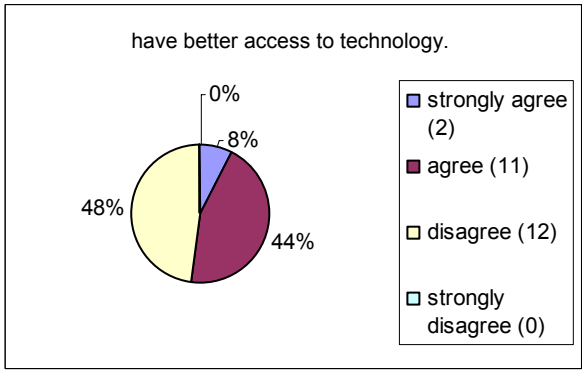
(4) I do think that sometimes there are barriers ADE doesnt [sic] recognize.

(5) Department provided high level of technical assistance which enabled programs to practically meet expectations.

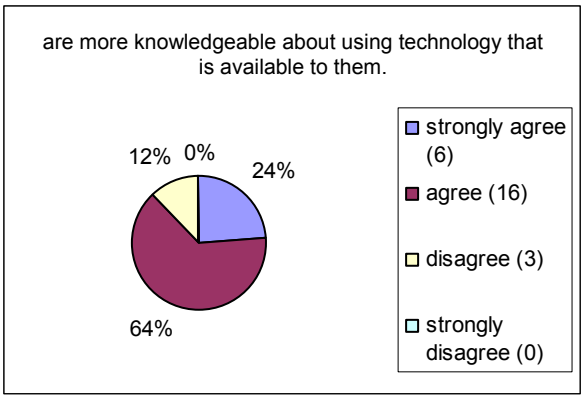
(5) In comparison with the beginning of the Technology Integration Project, teachers at my adult education program now:



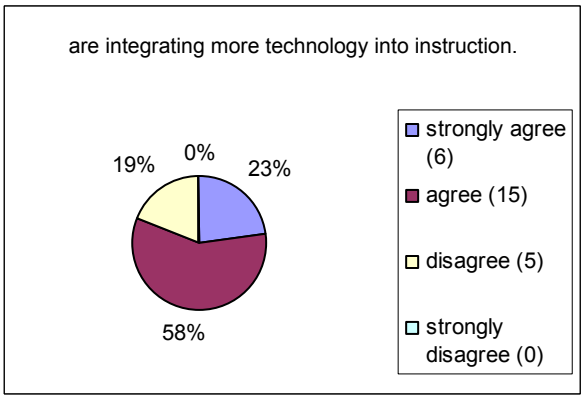
25 responses/2 no responses



25 responses/2 no responses



25 responses/2 no responses



26 responses/1 no response

(6) Additional comments:

(1) Our program has used technology since its inception in 1988, ergo the two "disagrees" above. We are fortunate to have staff who want and like to use technology on a daily basis!

(2) In regard to the four parts of #5, our current FY-04-FY06 technology plan has already enriched the use of technology for more of our teachers in the past 3 years. Surveys were conducted in 2003 and again in 2006. Their attitudes, access and knowledge regarding technology is, and has been, positive. I can't honestly say that the Project itself changed the good thing we have been doing. I can say the Project supported how we are using technology with students and staff.

(3) At this point, our efforts are in the planning phase and we hope that by the end of 2007 our teachers will be more comfortable with the use of technology in the classroom.

(4) The reasons for the disagreements in question 5 is not because teachers wouldn't like to have better access and be able to use more technology and thus become more familiar with it's use. the [sic] reason for the disagreement is that our fiscal institution is not supporting our proposed use of technology.

(5) Not much has changed as a result of the Technology Integration Project; it's probably too soon to see many changes. My impression of the T.I. Project is that most time this first year was spent on planning. I don't think our program has advanced as far in planning as I expected.

(6) We have incorporated technology for the last 5+ years. Now that we have one of our district coretechs [sic] working as our computer person, we are using a wider variety of on-line resources and a greater variety of curriculum based projects. The access to technology has not improved significantly in the last year. However, having one of our regular classroom teachers working on the project has given our program another knowledgable [sic] person.

(7) I consider the beginning of the TIP about five years ago when the ETTF started and when the Tech Standards Team started.

(8) This is on-going and will increase with time.

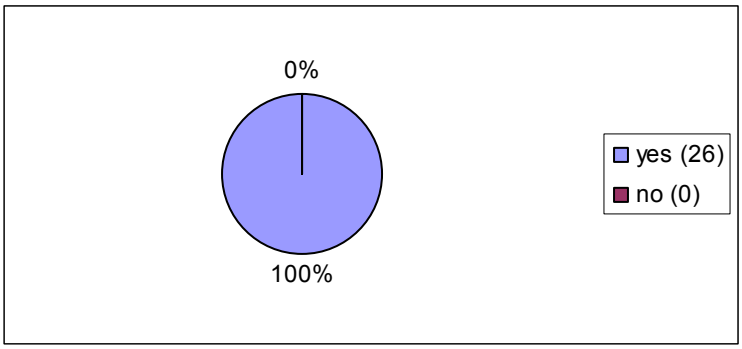
(9) Some volunteers [sic] instructors have a more positive attitude about integrating technology, but we have a very long way to go.

(10) The challenge of acquiring access to computers continues; however, teachers are more comfortable w/ the expectation that they can still reach standards through improving their use

[sic] personal use of technology in their research & planning w/ regard to lesson planning & lesson delivery.

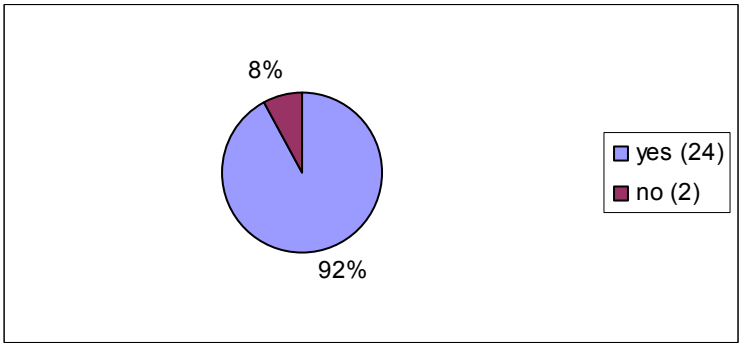
(11) Our instructors already had positive attitudes regarding technology integration, so I disagree that they developed more positive attitudes!

(7) My ETE shared information received at the Technology Integration Project Workshops with me.



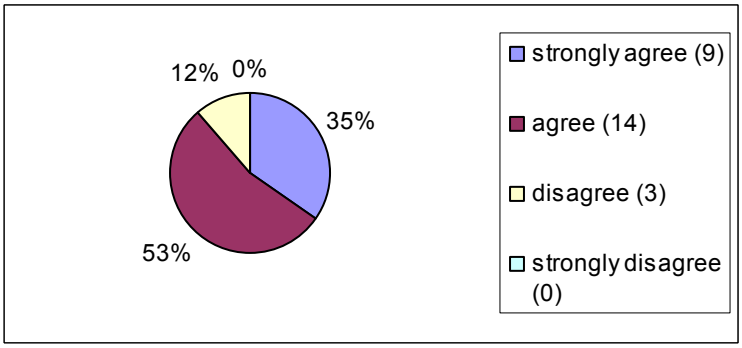
26 responses/1 no response

(8) My ETE shared information received at the Technology Integration Project Workshops with others at my agency.



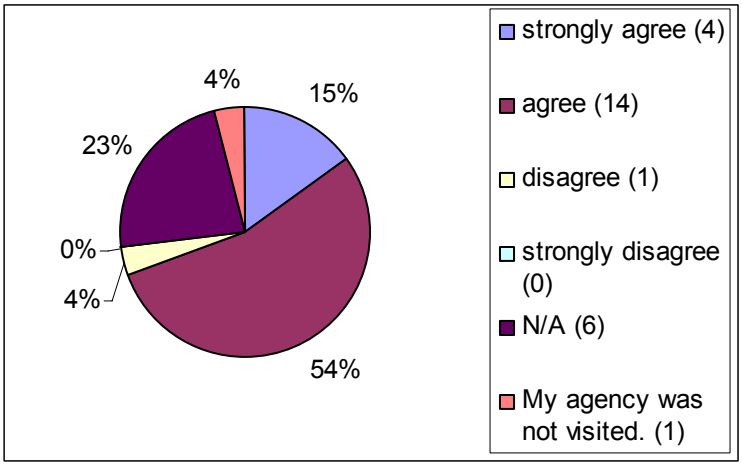
26 responses/1 no response

(9) The Arizona Department of Education, Adult Education Services Unit kept me adequately informed about the project.



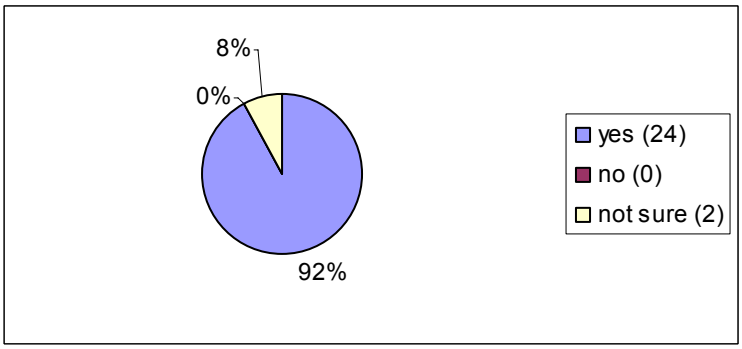
26 responses/1 no response

(10) The recommendations offered in the written observation summary provided by the Arizona Department of Education, Adult Education Services Unit were useful.



26 responses/1 no response

(11) My program plans to participate in Year Two of the Technology Integration Project.



26 responses/1 no response

(12) Please explain why your program may not participate in the Technology Integration Project during Program Year 2006-2007.

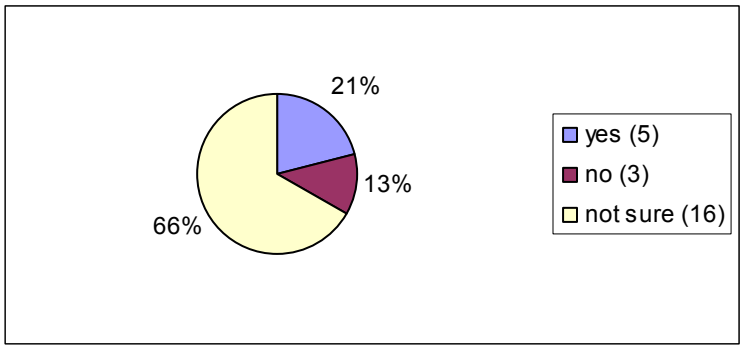
(1) Program would be glad to continue, but I do not recall any notification about continuation.

(2) I was not aware that a request for participation had been sent to district. Was it done through our participant or did it get in under my radar?

(13) Please explain why your program will not participate in the Technology Integration Project during Program Year 2006-2007.

Not Applicable

(14) I plan to ask the Arizona Department of Education, Adult Education Services Unit to visit my agency to provide technical assistance pertaining to the Technology Integration Project during Program Year 2006-2007.



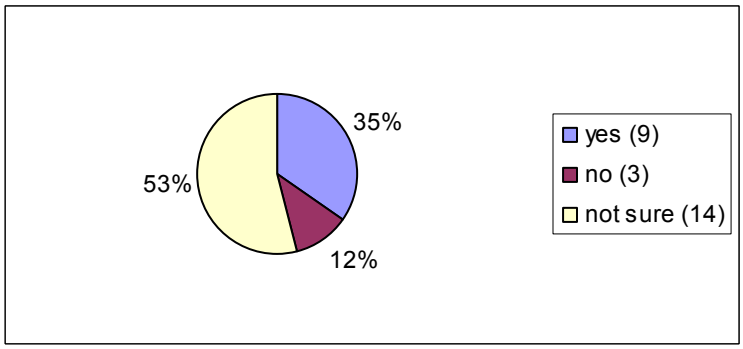
24 responses/1 no response

(15) If I ask the Arizona Department of Education, Adult Education Services Unit to visit my agency, it would most likely be for (please select all that apply):

(1) a Year-Two observation. (11)	50.0%
(2) speaking to faculty about technology integration. (9)	40.9%
(3) assistance developing my agency's technology plan. (6)	27.3%
(4) speaking to administrators about technology integration. (4)	18.2%
(4) other (please specify): ● not sure; ● help us develop our website making it a recruitment/publicity/teaching tool; ● convincing the fiscal agent to become more involved; ● I have to think about this. (4)	18.2%

22 responses/5 no responses

(16) I would like to develop a technology mentoring program for faculty at my agency.



26 responses/1 no response

Project Outcomes:

At the beginning of the 2005-2006 Technology Integration Project year, AES projected four outcomes:

By June 30, 2006, each participating program will have:

- *a staff member(s) who can act as a liaison with the state office and who possesses expertise in the area of educational technology integration.*
- *identified barriers to technology integration that are specific to that program and will have developed strategies to resolve those barriers.*
- *developed a framework for a program-specific technology plan.*
- *moved closer toward full integration of technology in the adult education classroom.*

As of June 30, 2006:

- 27 out of 29 participating programs (93%) have assigned one or more ETEs who are contributing actively.
- 18 out of 29 participating programs (62%) have identified barriers to technology integration that are specific to their program and have developed strategies to resolve those barriers.
- 25 out of 29 participating programs (86%) have developed the framework for a program-specific technology plan.
- 27 out of 29 participating programs (93%) have moved closer toward full integration of technology in the adult education classroom.

Vision for Year Two:

During Program Year 2006-2007, AES will continue to support and assist participating programs as they move ever closer towards full technology integration as defined in the Technology Integration Continuum for Arizona Adult Education.[*] Likewise, it will again ask that each provider agency appoint one or more individuals to serve as ETEs. Although AES plans to host fewer face-to-face workshops during 2006-2007 than it did during its first year, it intends to utilize technology to a greater degree in order to disseminate news and information as well as to communicate with ETEs.

AES also plans to provide ETEs and Program Directors with ongoing feedback as they develop their agency-specific technology plans from the frameworks designed during Year One. Although the Unit does not envision visiting every participating agency

[*] *Technology Plan for Arizona Adult Education.* Oct. 2005. Arizona Department of Education. Appendix B, p. 24.

during 2006-2007, it will provide on-site technical assistance or conduct a Year-Two observation if invited to do so by the Program Director. It also hopes to work closely with those agencies which did not participate during the previous program year in the hope of encouraging their involvement.

AES would also like to see every participating adult education program establish mechanisms for increasing its instructors' technological abilities and knowledge by providing or supporting focused professional development. Unlike the generalized technology training often provided at staff development workshops, the Unit envisions provider agencies initiating peer technology mentoring teams, technology study groups, or sponsor one or more staff members to attend intensive technology trainings such as that for digital storytelling or Intel's Teach to the Future. The following paragraphs describe these professional development opportunities in greater detail.

A technology mentoring team consists of individuals who are already employed within an adult education program and possess above average technology skills and/or innovative (and successful) technology-rich teaching strategies. Individuals within these groups partner with fellow teachers in order to assist them in using educational technology to its fullest potential. Technology mentors actually spend time in their peer-teachers' classrooms observing how the instructor and students are using technology and how such usage may be improved. They may also assist the teacher in learning how to use unfamiliar equipment as well as in developing technology-rich lesson plans. Most successful mentoring programs pair a mentor with one or more teachers for an entire academic year. Thereafter, the instructor still has access to the mentor and may request that he or she provides additional classroom observations or assistance as needed.

Technology study groups enable teachers to get together to share best practices, exchange information, problem solve, and assist one another to use technology effectively in the classroom. Sometimes, study groups read relevant articles or books independently and then meet to discuss or synthesize the content into a more usable format. Gatherings may occur face-to-face or at a distance (synchronously or asynchronously) via virtual meeting rooms such as Blackboard, Moodle, or NiceNet or even by using a more traditional venue of communication such as conference calls. Many teachers who participate in study groups report considerable satisfaction with the peer support created through these professional relationships.

Intensive technology trainings vary from those typically provided at staff development workshops or professional conferences in that they usually occur over extended periods of time, provide participants with considerable hands-on experience, and require the creation of a product or products using the specific knowledge and/or skills gained during the training. Aside from the substantially greater in-depth instruction and learning that occurs, participants who attend intensive technology trainings are more likely to integrate the information and skills that they have received into their own classrooms than those who simply attend a one-time, abbreviated workshop.

Conclusion:

In order for Arizona Adult Education Programs to prepare individuals to compete competitively alongside their traditionally schooled counterparts, they must ensure that learners not only receive high-quality instruction in core subject areas but also become knowledgeable users of the technologies which are now an integral part of 21st Century life. Likewise, electronic technology should not be taught simply for the sake of teaching it; instead, it should become as much an essential part of the Adult Education classroom as a textbook or dry erase board. Technology needs to support and enhance instruction while enabling both Adult Education teachers and students to function more effectively and efficiently.

The Arizona Department of Education, Adult Education Services Unit has laid the technology groundwork for the State's adult education programs. In 2002 it commissioned a group of adult education professionals from around the State to form the Educational Technology Task Force (ETTF). Since its inception, this group has provided invaluable recommendations regarding the use of technology in Arizona adult education. It has also provided leadership in the development of both the *Arizona Adult Education Technology Standards* and the *Technology Plan for Arizona Adult Education*. Today, the Adult Education Services Unit supports a full-time Educational Technology Team which offers assistance and educational technology training to all of the State's Adult Education Programs.

Year One of the Technology Integration Project saw the assignment of one or more ETEs for nearly every adult education program in Arizona. It also witnessed the professional development of these individuals and their completion of an array of technology-related assignments that benefited the field. Perhaps most impressively, 25 out of 29 participating Adult Education Programs have created frameworks for agency-specific technology plans with the intent to develop them into full-fledged plans within the foreseeable future. Propelling on this momentum, AES hopes to continue providing a leadership role for the ongoing integration of technology to meet the ever-changing needs of Arizona Adult Education learners.

Appendix

End-of-Year Program-specific Technology Summaries
Submitted to Adult Education Services
(Program directors approved the following summaries for inclusion in this report)

Arizona Call-A-Teen Youth Resources:

Where was your program in terms of technology integration at the start of the Technology Integration Project (November 2005)?

The ACYR program had a good start on technology integration at the beginning of the project. Staff all had access to a personal computer, and students had access to computers in the lab. The program had correlated the technology standards to the agency Web site, and staff had been given training on the standards. ACYR had an account with ASSET, and passwords were assigned to teachers. United Streaming was available and the agency's server had room to download and store relevant videos. Staff members were at various stages of technology knowledge and integrated technology in a variety of ways. The grand total average on the staff self assessment on integration was 29.1.

Where is your program today in terms of technology integration (June 2006)?

The program has progressed in technology integration over the past six months. Staff identified technology skills to learn, and most have accomplished those goals. The ETE has distributed notebooks with CDs and student handouts in the areas of science, social studies, and math. A handout available to students was developed and distributed. Students used SkillsTutor at home to supplement their class time. We have instituted a distribution e-mail list of the ACYR education staff, and staff share information, Web sites, and comments on resources on a regular basis. Some new resources have been added to our ABE Internet site as a result. Staff has continued to use United Streaming and GED connection videos in class presentations. There have been three digital stories produced, and more students are working on theirs. We have installed and used pre-GED Interactive on all stations, and this is getting positive response from teachers and staff. We have formed a plan to complete and implement the ACYR technology plan. The grand total average on the staff self assessment on integration was 36.8; a large increase was seen in aptitude.

Where do you see your program going in Program Year 2006-2007 in terms of technology integration?

We hope to continue all of the initiatives developed in the past 6 months. It is hoped that staff will utilize the resources now available, and students will be informed of these resources. There will be staff training on SkillsTutor in August. We will continue to develop and implement the technology plan and while focusing on this in quarterly staff meetings.

Central Arizona College Adult Education Program:

Where was your program in terms of technology integration at the start of the Technology Integration Project (November 2005)?

At the start of the Technology Integration Project (November 2005), the Central Arizona College ABE/GED/ELAA classes used very little technology in the classroom. Technology that was used included overhead projectors, cassette players, and occasionally computers. A notable exception was the computer-based ABE/GED classes taught in Casa Grande and Sacaton. We also experienced very limited use of the open computer lab at the Casa Grande Center, which was open to students and instructors.

Where is your program today in terms of technology integration (June 2006)?

Within the last several months (March-June 2006), the ELAA instructors at the Casa Grande Center have started to take advantage of the open computer lab, and each of the five instructors has taught a lesson in the lab at least once. Our instructors have also received training in how/where to access the ETEs' resource of lesson plans, and how to integrate technology into their lesson plans. Our Technology Integration Committee has met several times and we're currently working on action plan items. Unfortunately, we are continuing to see limited use of the open computer lab by our students.

Where do you see your program going in Program Year 2006-2007 in terms of technology integration?

Our plans for 2006-2007 include establishing CAC email accounts for all part-time instructors to facilitate communication. Training will be provided as needed. We are also going to offer one-on-one technology training, whereby teachers will be able to choose a technology skill they'd like to improve upon and then receive training at their convenience. We're also planning for greater use of the open computer lab by instructors and students. We expect the training the teachers have received/will receive to aid us in this effort. Also helping to further this goal is the requirement that all Casa Grande Center instructors submit and execute at least one lesson plan integrating technology per semester. (Instructors at remote sites will be required to plan and hold one class period at the local public library, where students will receive a tour of the library's facilities as well as the technological equipment available or in use.) Finally, we're going to create a check-out system for the program's laptop computer, so that even teachers in the remote sites will be able to do some computer work with their students.

Cochise College Adult Education Program:

Where was your program in terms of technology integration at the start of the Technology Integration Project (November 2005)?

Access. CCAE operates Centers in four locations – Benson, Douglas, Sierra Vista, and Willcox and also supports Douglas Head Start and Carmichael Elementary School Family Literacy Sites. At the onset of the project, each Center featured a computer lab equipped with 12 to 18 late-model Pentium CPUs. The Douglas Center also had a GED Lab, which doubled as a second, smaller computer lab with 10 CPUs. MS XP software was, and remains today, the operating system in use at each Center. XP is supplemented with MS Office and a variety of other familiar software programs. Each Center provided access to at least one digital camera, video camera, LCD projector, and at least one scanner, as well as color and black & white printers.

Application: Curriculum. Students at each Center used the computer lab as part of their curriculum at least once a week, had the opportunity to enroll in computer classes, and had access to open labs. Teachers and students have been designing and implementing Project-based lessons for two years already and the practice continues. Each project was, and continues to be, designed to include a technology component. The Director and Center Lead Teachers have, for two years, encouraged integrating technology into the classroom on an ongoing basis. Distance learning for GED was in operation, enabled by computer software from MHC and partnership with an established web site. A Techno Checklist was used to ascertain technology skill levels of students. The most pervasive integration of technology in the classroom came in the form of software drill products such as English Mastery and MHC GED Interactive.

Aptitude: Professional Development. Teachers enjoyed the opportunity to engage in several technology-related trainings throughout the school year to develop skills in such areas as MS PowerPoint use and to become familiar with digital cameras. At the time, we did not have an organized training or professional development plan. Most training occurred by employees who were comfortable with technology who helped fellow employees interested in learning more about it. We used the Staff Self-Assessment survey to determine the technology skill levels of faculty and staff and attempted to create training opportunities based on need.

Attitude. Staff members who were familiar with technology and comfortable with its use were the most likely ones to integrate technology into classroom work. Staff members unfamiliar with technology often chose traditional teaching tools, eschewing technology integration into their work until their knowledge and comfort zones increased.

Program Planning and Communication. Centers were in the early stages of developing Web Communities and Learning Communities for administrators, teachers, and some student groups. In addition, we were a program that already used e-mail as a primary source for communication among staff members. The Director and Lead Teachers were formulating a plan to generate a CCAE Web presence on the college Web site.

Where is your program today in terms of technology integration (June 2006)?

Access. All computer labs continue to operate; however, today, students and staff also enjoy computer and Internet access in many of our classrooms, as well. In the last 6 months, Centers have increased their technology inventories of hardware, software, and peripherals. Centers have also made hardware, software, and peripheral purchases whenever possible to increase and upgrade existing inventories. Such purchases include computers, laptops, printers, LCD projectors, scanners, and cameras. Other new purchases include wireless mouse/keyboard units, television sets, VCRs and DVD players, as well as Computer-to-TV converters. Software additions include Photoshop, ReadPlease, and the new MHC Pre-GED program.

Application: Curriculum. Computer classes continue as a regular part of our class scheduling, as do open labs for student work outside the classroom. We are also acquiring more technology for the classrooms. In the Douglas Center, there are at least 3 computers in every classroom. In Sierra Vista, recent purchases of laptops now make it possible for each classroom to contain at least one computer. A folder containing lists of Web sites for classroom use is updated once a year and distributed to teachers and staff members. A bound copy of the folder is also placed in computer labs.

Aptitude: Professional Development. We recently completed Phases I and II of our ongoing effort to introduce Digital Storytelling into our overall Adult Education consciousness. Phase I involved digital storytelling training to a dozen staffers, who went on in Phase II to train approximately 30 more members of the Cochise College Adult Education community. Technology trainings are already being planned for the coming fiscal year to help staff members build on existing technology skills and to learn to use the new equipment, all to enhance seamless integration of technology into our classrooms. We also support teachers taking online courses through such sources as AePro and the University of Tennessee, with over a dozen enrolments taking place in the last 13 months.

Attitude. Teachers and students now understand that the integration of technology into the classroom is an ongoing effort. An example of this heightened awareness was recently exemplified by the attendance of students, staff members, teachers, and college administrators at a screening of products created in the first two phases of our Digital Storytelling trainings. Our ETE team is committed to completing a technology plan before the end of the calendar year. This plan will address not only infrastructure and continued improvement of resource issues but also professional development issues.

Program Planning and Communication. Web communities are in operation in Douglas, Benson, and Sierra Vista. A master Web community is also in operation, providing an avenue for linking information, news, and common reporting forms between all Centers. The CCAE Web page is now a presence on the college Web site. It has become our principle resource for sharing news with the outside community and generating interest in our distance learning program.

Where do you see your program going in Program Year 2006-2007 in terms of technology integration?

1. We are committed to publishing our CCAE Technology Plan by the end of this calendar year.
2. Project-based lessons and technology integration are among the pillars of our curriculum and teaching philosophies and will be evident in an ongoing manner in our classrooms. Our hope is to make the daily use of technology as easy and comfortable as opening a familiar book.
3. Digital Storytelling trainings will continue with the goal of introducing D.S. skills throughout our entire CCAE community of teachers, aides, assistants, students, and partners.
4. CCAE will continue to be represented on ADE/AE teams and task forces, such as TIP/ETE and ETTF, to work with ADE and other programs in making Educational Technology and Technology Integration fully realized as the ever-present, ongoing reality of Arizona Adult Education.
5. We will continue our distance learning program for GED and will investigate the feasibility of expanding our distance learning efforts to include ELA.

Coconino College Adult Education Program:

Where was your program in terms of technology integration at the start of the Technology Integration Project (November 2005)?

In November 2005, our Technology Integration Project was in its infancy. Only ETE's and administrators (in our case the same two people) were aware of the project's existence. Our program had few definite goals and no clear account of extant technology resources available at the various sites. Technology standards were available, but not generally understood in the context of the classroom. With the notable exception of the state-sponsored distance learning GED software program ("MHC GED Online"), technology integration, if any, was left to the discretion of individual ABE and ESL instructors, who were responsible for their own training and professional development in this area.

Where is your program today in terms of technology integration (June 2006)?

As of the final week of June 2006, technology integration is well underway in our program. All of our employees (administrators, instructors, and staff) are familiar with the project. Each instructors has an individual copy of the technology standards and we have discussed them in meetings and informally. Technology integration issues are a regular element of instructor and administrator meetings. The program is currently working from our outline towards a definite technology integration plan. To this end, we have created an "image" of essential ABE/ESL programs to be set up on all CCC AdE computer systems intended for student use. As the ETE, I created a detailed inventory and practical evaluation of technology resources available at the various sites in Flagstaff where we currently teach. We are also working closely with other departments

of Coconino Community College to negotiate an information technology service arrangement, wherein the AdE program computer systems are maintained by regular CCC IT employees. Members of our Technology Integration Planning Committee are bringing together the prerequisite expertise and hardware to implement our Technology Integration plan. We are also working diligently to increase networking with other programs both in the academic sphere (Coconino Community College and Northern Arizona University) and the Flagstaff community.

Where do you see your program going in Program Year 2006-2007 in terms of technology integration?

By the end of October of 2006, our Technology Integration plan will be complete and active. This is not to say that the plan will be perfect or immutable. As more elements of the plan are implemented, I am sure that problems we have not yet considered will appear and demand attention. This will ultimately be the responsibility of not only the ETE's but the entire Technology Implementation Planning Committee. In the immediate future, I will be conducting a technology survey/inventory of CCC AdE sites beyond Flagstaff (Leupp, Tuba City, Williams, Page and possibly others). Our software image will need to be adjusted to accommodate current and future licensing agreements and instructor requests. IT support issues will need to be further clarified. Most importantly, we will need to integrate technology standards with existing ABE/ASE/ESOL standards and create or adopt a method to assess technology proficiencies in the individual student.

Friendly House Adult Education Program:

Where was your program in terms of technology integration at the start of the Technology Integration Project (November 2005)?

Friendly House has had a computer lab in place for many years. However our use of technology has been quite unstructured. The computer lab has been available for use by the general public as well as attending students. Teachers were encouraged to use the computer lab but not all of them participated since it wasn't fully enforced. The focus was more on instruction in the traditional manner.

Where is your program today in terms of technology integration (June 2006)?

Today, teachers have a schedule in place for classroom instruction in the computer lab. It is mandatory that they make use of the computer lab for those that have access. For those teachers who are unable to use a computer lab in their classrooms we have provided them with other methods, such as cassette/CD players, TV/VCR videos, going on field trips to the library, and participating in other community services.

Where do you see your program going in Program Year 2006-2007 in terms of technology integration?

Our future plans for Program Year 2006/2007 are to see greater participation by instructors and students alike to utilize all technological tools available in and outside of the classroom.

Gila Literacy Program:

Where was your program in terms of technology integration at the start of the Technology Integration Project (November 2005)?

Gila Literacy has utilized technology in the classroom for years by giving students the opportunity to access educational software programs in several facilities. The program had also participated in distance learning activities utilizing online educational software programs. At the start of the ETE course, teachers only taught the very basic skills of computer usage, had a low comfort level with including technology skills into lessons and maintained an attitude that "I will teach it if the student requests it."

Where is your program today in terms of technology integration (June 2006)?

Currently, Gila Literacy is integrating technology in a variety of ways and adding skills to current lesson plans as much as students are willing to accept them. Teachers' attitudes regarding technology have changed; they now view students who possess greater technology skills as more likely to experience greater achievement. There is a better understanding that technology can enhance students' learning experiences. The teachers have become more comfortable with using technology and this encourages the students to become more comfortable with it, as well. A recurring theme is that some of the students had as much to teach us as the teachers had to teach them. We found that adding technology tools to the classroom made learning more interesting, fun and brought us all more up to date in a world where technology rules.

Where do you see your program going in Program Year 2006-2007 in terms of technology integration?

During Program Year 2006-2007, Gila Literacy will continue to utilize technology tools, integrate them into the classroom curriculum, and enhance student learning with fun and interesting additions to the regular curriculum. We are planning to use the Technology Standards and basic computer skills as part of the student intake and orientation process. This will encourage students to become comfortable with technology and they will naturally continue to use it in a variety of ways as they accomplish their learning goals. Teachers will continue to try new things and expand on tools that have worked well. We also plan to utilize the archived information at the National Institute for Literacy Web site because other instructors have tried it and if it worked for them, there is a good chance it will work for us, too.

Literacy Volunteers of Maricopa County:

Where was your program in terms of technology integration at the start of the Technology Integration Project (November 2005)?

The beginning of the Technology Integration Project found LVMC operating three Learn Centers in central Phoenix which offered computer-assisted instruction to approximately 1300 students per year. Instructors were using laptop computers in our classrooms and the agency was offering GED online with the state purchased software. Teachers were also using lesson plans that involved the state standards for technology.

The agency opened a "technology room" in our west Learn Center in 2000. Up until last year, the majority of students were individuals from the neighborhood wanting to learn about computers. Several classes are held each Tuesday/Thursday. These classes are not supported by state or federal funding.

Where is your program today in terms of technology integration (June 2006)?

As of June 2006, our instructors are increasingly using the Internet for instruction. The Internet resources are unending and provide a variety of content for our students. The instructors have also increased the use of laptops in classroom instruction integrating the technology standards into lessons to help students gain additional knowledge about computers.

In addition, this year many of our students also began taking classes in our "technology room" at our west Learn Center. The agency moved the center to a larger space in February which allowed us to increase the size of the technology room and thereby enroll more students.

Our current status also includes all the items sited in the first question.

Where do you see your program going in Program Year 2006-2007 in terms of technology integration?

Obviously, the majority of our program delivery is based on technology. However, there are several things we would like to accomplish in 2006-2007 which will depend on funding received. The first is to develop an intranet so communication among staff is more efficient. An intranet will allow us to post documents, forms, lists or other resources that all staff can access.

Secondly, the agency would like to purchase at least eight laptops for the central office so that we can provide computer classes that address the technology standards. Currently we do not want students learning some of the points in the standards on our networked computers. The laptops will be wireless and we will have the ability to move them around the building.

Our third wish is to expand our distance learning program. This wish will definitely depend on funding. We want to purchase special software so that we can track student hours and progress for students who are not ready for the GED. We will develop lesson plans for pre-GED students and post them to our Web site. Our main idea is to serve pre-GED students as well as GED students using a blended distance learning program.

Literacy Volunteers of Tucson:

Where was your program in terms of technology integration at the start of the Technology Integration Project (November 2005)?

At the beginning of the Technology Integration Project in November 2005, some of the Literacy Volunteers of Tucson tutors used technology, but the office staff was not aware of it. Tutors had been encouraged the year before to use Web resources for teaching, but LVT had no way of tracking how much of this was actually happening. The LVT computer lab was underused.

Where is your program today in terms of technology integration (June 2006)?

During the year of the ETE project, students living near LVT's computer lab were invited to a pizza party to "meet the lab" and their tutors encouraged them to take advantage of the lab. However, very few students actually went on the use the lab. Additionally, a computer literacy project for seniors was begun, thanks to a grant from the United Way, to work with tutors and students 55 and older to improve their computer skills. This made trainers and staff much more aware of technology use (or lack thereof) in teaching. Staff has also learned a great deal about technology this year as they learned to use LVT's new donor database and new library software as well as more about networking and maintaining their own computers. NPower has been hired as IT consultants for LVT so that we no longer have to rely on only volunteers for our technology needs. This new relationship has led us to a source for newly refurbished computers. A new laptop has been obtained and two computers to replace staff machines are waiting to be installed. In the New Year, all of the lab computers, which are crashing regularly, will be replaced. Beginning in January 2006, LVT's volunteer tutor training was updated to include more technology (based on the Arizona Standards). This will hopefully, ensure a greater use of technology at least by our newest tutors. Also, articles were run in every *Tooter*, the tutor newsletter, about using technology to teach and/or web resources for teaching. By August, all of the monthly tutor forms will be available on the LVT Web site and tutors will be able to file them electronically, fax them or print and mail them. By June 2006, the staff was more aware of how tutors are using technology. A question regarding technology use was added to the end-of-year tutor survey given to all volunteer tutors.

Where do you see your program going in Program Year 2006-2007 in terms of technology integration?

In Program Year 2006-2007, technology integration will continue. The computer literacy program will go on and expand. An article in the May tutor publication brought more interest. As more people participate and talk about their positive experience, we expect more will want to join in this activity. We plan to begin including people younger than 55. Work has begun to have an LVT Tutor Site on NiceNet. We hope to have this up and running by early September if not sooner. We are also preparing to survey our tutors to learn which of them prefer e-mail as their primary communication source from LVT. These tutors will be sent the *Tooter* via e-mail along with updates and reminders to check NiceNet. We are also hoping to collaborate more with the Tucson libraries so that more of our tutors and students can learn by using the library computers. We also hope to get more free laptops from NPower that are WiFi ready. These laptops will then be lent to tutors to use at libraries with their students to learn via the internet. Finally, during 2006-2007 LVT's entire library will be converted into Infocenter. This will allow tutors to search by subject, title or author for the teaching resources they are seeking. This barcode system will also allow tutors to checkout their own books and for LVT's volunteer librarians to keep track of overdue volumes.

Mesa Public Schools Adult Education Program:

Where was your program in terms of technology integration at the start of the Technology Integration Project (November 2005)?

Construction of a new computer lab was completed just in time for the beginning of the 2005-2006 school year. Approximately 15 computers were installed and loaded with several ESL programs and GED Online from McGraw-Hill. A preliminary curriculum and a computer skills assessment for both students coming to the lab and off-site labs had been developed over the summer and were piloted during the first month. Major difficulties encountered included lack of keyboarding skills, limited English language capabilities for a large number of students, and unfamiliarity with word processing programs by both staff and students.

Where is your program today in terms of technology integration (June 2006)?

Copies of all handouts have been provided in English and Spanish. Lab instruction has been conducted in English as well as in Spanish wherever possible. All students have been given instruction in basic keyboarding, Word, Internet, and Publisher. All staff members have been provided with instruction in capturing and using graphics. MHC Pre-GED has been downloaded and is available to students.

Where do you see your program going in Program Year 2006-2007 in terms of technology integration?

Our program's five-year plan calls for extension of lab hours from 9 A.M. to 9 P.M., Monday through Thursday. It also calls for the introduction of mini evening classes for keyboarding, Word with career content, and information on how to purchase a computer. Teacher training will be enhanced by instructing either in Excel or

PowerPoint. Technology upgrades will include projector screens, an LCD router, and a projector. The program will also attempt to use TABE online testing.

Mohave Community College Adult Education Program:

Where was your program in terms of technology integration at the start of the Technology Integration Project (November 2005)?

At the start of the Technology Integration Project, we had very few instructors using technology in their classrooms. One GED Preparation class used the online GED Solutions software and our ELAA instructors used a CD player to give students the chapter tests and the final tests, as part of the tests are verbal questions. Many of our instructors did not use their college e-mail accounts.

Where is your program today in terms of technology integration (June 2006)?

Today, we have many more instructors using technology in their classes. All instructors are required to use their college e-mail accounts. Two more instructors teaching the GED Preparation classes are using the online program. We also have an instructor using PowerPoint presentations in his ELAA class. One of our math instructors uses an overhead to help her teach different math problems. Our faculty is starting to use more technology.

Where do you see your program going in Program Year 2006-2007 in terms of technology integration?

In the coming year, I see more use of technology as we are repackaging the ABE/GED and ELAA curriculum to include technology in classroom. We have created a three-year technology plan and we plan to have more professional development in technology use. We are addressing the issue of using technology in our classrooms. We have plans to use Blackboard to give our students the opportunity to see how an online class works. I believe we are headed in the right direction in integrating technology into our classrooms.

Nogales Unified School District Adult Education Program:

Where was your program in terms of technology integration at the start of the Technology Integration Project (November 2005)?

Although the program did make use of its computers and other technology, there was not a written plan in place specifically for technology nor was there a paper trail as to how it is utilized. This project has brought this to the forefront.

Where is your program today in terms of technology integration (June 2006)?

Since the creation of the ETE position and all the workshops provided to us by the state, I feel we have made an enormous leap. The system has given us insight towards use and implementation. We have even begun a notebook of recommended sites by our staff to simplify searches and site locations. This book will remain in our computer lab for staff use. The Technology Plan is near completion, and has been submitted to our new program director for approval. Any suggestions and/or recommendations will be added to it. The staff is completely on board with this project. Prior to the end of the semester, we had been meeting frequently regarding the plan.

Where do you see your program going in Program Year 2006-2007 in terms of technology integration?

We are anxiously awaiting the completion of our transfer from NUSD to Santa Cruz County. I hope this will give our computer lab stability. Previously, it was frequently being relocated due to space issues. I am also hoping to receive the Educational Technology Team's recommendations soon from my new administrator, so that this, too, can be added to the plan. The Technology Plan and Curriculum Map will help in next year's preparation of lesson plans and implementing technology into the everyday classroom. Our program is currently at the third tier (between access and instructor skills) of the Technology Integration Continuum for Arizona Adult Education. I anticipate being at the 4th tier (instructor skill), by June 2007. Once the new semester begins in August, I hope to have students in the lab frequently.

Northland Pioneer College Adult Education Program:

Where was your program in terms of technology integration at the start of the Technology Integration Project (November 2005)?

Our program had seen the technology standards but had little idea of the *what*, *when*, or *how* of integration. We needed information from ADE regarding its expectations for technology integration.

Where is your program today in terms of technology integration (June 2006)?

Northland Pioneer College Adult Education Program has a better understanding of what ADE expects in terms of technology integration.

- Our program has formed a technology committee and a timeline for creating a technology plan.
- We discuss technology at monthly department meetings.
- The ETE presented a 3-hour workshop to 7 teachers last April to help them integrate PowerPoint into instruction. The Department will continue professional development in technology as a key component of integrating technology.
- Two staff members were trained in Digital Storytelling.

- Our program purchased additional technology resources including: our 1st 2 digital cameras, 4 additional laptops & printers for remote sites, and Adobe PhotoShop Basics software to support digital storytelling.
- Our program is adapting department handbooks, manuals, study guides, and other materials for Web access.

Where do you see your program going in Program Year 2006-2007 in terms of technology integration?

Our agency's staff professional development will continue to address aptitude and attitude issues.

- The ETE will begin her FY07 contract on August 1st. Following program registration (most of August), a survey of access issues at remote locations will take place in September.
- Our program has added the following statement to the agency requirements of '07 MOU's for remote facilities: "Assist the College to provide technology access by providing access to *Agency* computers, or by providing secure storage for College laptops and printer. Internet connectivity is preferred."
- Pinon Unified Schools has offered access to their wireless network and use of their professional development laptops. This will require some extraordinary logistical arrangements, but increased access will occur.

Pima College Adult Education Program Family Literacy:

Where was your program in terms of technology integration at the start of the Technology Integration Project (November 2005)?

At the start of the Arizona Technology Integration Project in November 2005, PCAE Family Literacy Program was at an *intermediate level* in terms of technology integration. Educational technology has always been a part of Family Literacy's adult education component. However, interest levels in fully integrating adult education with technology vary from site to site, teacher to teacher, and resources have usually been limited. This, I believe, is a major factor in motivating teachers to use technology on a regular basis in the classroom. However, the AZ Technology Integration Project has had a positive effect on our program and has sparked new interest in educational technology.

Where is your program today in terms of technology integration (June 2006)?

Presently, Family Literacy is working towards developing a technology curriculum/ lesson sharing system so that all of our staff can share their practical experience and expertise. Also, according to the results of a recent self-assessment survey, the top 5 technology areas which Family Literacy instructors want to learn and/or improve are:

(1) Use of Kodak Easy Share Z730 Digital Camera
(2) Develop a Web page

(3) Use Microsoft Access Database
(4) LCD computer projector
(5) Integrate multimedia into a presentation

One of the exciting, technology related summer projects that our program is currently offering to families is a 6-day digital stories workshop focusing on *Family Roots & Traditions*.

Where do you see your program going in Program Year 2006-2007 in terms of technology integration?

For program year 2006-2007, PCAE Family Literacy would like to focus on developing and providing trainings in the 5 aforementioned technology areas. Full technological integration with lessons in ESOL/GED, parenting education, vocational training, and early childhood development is the direction in which we are moving for this coming year. We'd like to make technology "second-nature" for staff and students. We'd like to develop a learning environment and culture wherein everyone is not only comfortable using technology, but where they become experts and can thus help others build their own capacity to using technology.

Pima County Adult Probation – LEARN Program:

Where was your program in terms of technology integration at the start of the Technology Integration Project (November 2005)?

At the beginning of the project, all 3 labs had 12 networked student computer stations with courseware (New Century and Plato), Internet access, and Microsoft Office software. Each lab also has a TV, VCR, and DVD player, and an assortment of educational tapes and DVDs. All staff members were familiar and comfortable with technology, and technology use was a normal part of the daily classroom activities.

Where is your program today in terms of technology integration (June 2006)?

Today, we are more aware of what we have to offer concerning technology and more aware of what our students need to learn to be considered "technologically competent." We have encouraged staff to focus on more extensive use of Microsoft Office software applications (Word, PowerPoint, etc.) in instructional activities. Several instructors have developed technology-rich lesson plans requiring student use of these applications. The use of Web-based communication tools, such as Yahoo Groups, to maintain an archive of technology-based resources, lesson plans, etc., has also been implemented.

Where do you see your program going in Program Year 2006-2007 in terms of technology integration?

In Program Year 2006-2007, we will continue to develop new ways of encouraging student and instructor use of the Internet and Office applications while working on fuller utilization of other technological tools. We plan to explore ways of using the Internet and Web-based communications for students who want to do additional work at home using their own computers. Continuing to develop our technology plan is also on our agenda.

Rio Salado Community College Adult Education Program:

Where was your program in terms of technology integration at the start of the Technology Integration Project (November 2005)?

During Year One of the Technology Integration Project, we surveyed all of our instructors and sites. From this survey, we learned that a very large percentage of our instructors were familiar with the use of technology. We also found out that some of them were using technology to teach and others were teaching technology. However not all of our sites had access to technology.

Where is your program today in terms of technology integration (June 2006)?

We have started using NiceNet and other forums to communicate teaching with technology. We have also started writing and implementing technology-rich lesson plans. Additionally, we are seeking training for Microsoft programs and other software that will be used with laptops that are being purchased for use in classrooms without access to technology.

Where do you see your program going in Program Year 2006-2007 in terms of technology integration?

We are working towards having all of our instructors "teaching with technology" as well as "teaching how to use technology." We are striving for this to occur on a regular basis (at least once a week). Relevant professional development training will be provided to the instructors. We will also continue to evaluate and assess the needs of our instructors to comply with the Technology Standards of the Arizona Department of Education.

Tempe Union High School District Adult Education Program:

Where was your program in terms of technology integration at the start of the Technology Integration Project (November 2005)?

At the beginning of the Project, our program had very little access to technology and few teachers utilized technology in the classroom. Instructors were unfamiliar with the technology standards and the need to integrate technology into their instruction. They were also unaware of the many resources available through technology for instruction and professional development.

Where is your program today in terms of technology integration (June 2006)?

By the end of this year, we had increased our access to computers by acquiring permission to use the computers at Frank Elementary school and Escalante Community Center. Teachers are now aware of the technology standards and are beginning to use technology to enhance and inform instruction. They are now aware of, and have access to, ASSET and United Streaming videos. Additionally, we now have a Tempe Adult Education Teacher Resource page through backflip.com, where teachers can find professional development and technology training resources. Instructors are all learning a new technology skill over the summer as part of a homework assignment that includes writing a technology-rich lesson plan.

Where do you see your program going in Program Year 2006-2007 in terms of technology integration?

Next year, we will continue to focus on acquiring greater computer access and will hopefully be allowed to use the labs at Tempe High School. We will be restructuring our GED-online class and utilizing the pre-GED software that we have recently acquired. We are creating a position for a technology mentor whose main responsibility will be to provide direct assistance to teachers as they work to integrate technology into their instruction. Additionally, using and incorporating technology will be a continuous professional development strand for our program in FY07. The Program's ETEs will review and evaluate instructors' research and incorporation of technology into a level-appropriate class lesson plan. The ETEs will also assist instructors who may have questions or concerns. Instructors will share their incorporation and application of technology at a staff development meeting in September.

Victory Adult Education Program:

Where was your program in terms of technology integration at the start of the Technology Integration Project (November 2005)?

Victory has operated a 5-station computer lab since I have been a staff member, and that has been about 3 years. However, the agency also allows its students to utilize the computer in the classroom, along with two others in the office if, and when, necessary. The school has traditionally been moving towards online education; however only GED students typically use the lab. Space and time allocations have long been a challenge along with the lack of a focused and dynamic operational plan to maximize total technological usage by all classes (e.g. - GED and ELAA).

Where is your program today in terms of technology integration (June 2006)?

Thanks to the Technology Integration Project, Victory has emerged with a heightened awareness of the tremendous possibilities inherent in the integration of an expansion of our computer lab facilities. Currently, we have brought in our morning and evening GED

and ELAA learners and taught them the basics of keyboarding, data storage and retrieval, and integrating thematic subject matter with online resources (e.g. - GED and ELAA related Web sites). The students at large have been introduced to, and have completed successfully, typing assignments using MS Word; moreover, with the introduction of Internet-based research, many new adult education-oriented Web sites have been identified and used actively by our students. Finally, as a direct result; we have a t least 6–11 students who have taken out library cards at the local library and have learned to utilize the basics of e-mail to enhance their learning experience here at Victory.

Where do you see your program going in Program Year 2006-2007 in terms of technology integration?

The Technology Integration Project at Victory is continuing smoothly at this time. We have begun our fall classes and will continue in our efforts to introduce GED and ELAA learners to "the larger life" that can enhance their learning experiences here at Victory Adult Education Center. We are continuing to forge ahead with online education by utilizing the online software suites that you provided us with at the February Workshop this year. Our mission continues to be enhancing the traditional learning experience by exposing learners to basic keyboarding skills and data storage and retrieval while providing them with the skills to independently utilize the Internet for their studies.

Yavapai College Adult Education Program:

Where was your program in terms of technology integration at the start of the Technology Integration Project (November 2005)?

In December 2005, we conducted an assessment of the program's strengths and weaknesses with regard to technology integration. This included the following:

- A teacher survey of attitudes and aptitudes
- A survey of existing hardware and software
- A student aptitude survey delivered in the classroom

We concluded that following barriers to technology integration existed at our program:

- Our principal barrier to technology integration was computer and Internet access for our ELAA classes, which meet in off-campus locations where we do not have cooperation from the respective institutions to use their computer facilities.

- A second barrier was teacher time to share technology integration ideas and develop lessons.

- A third was integrating technology in ELAA classrooms where students have wide-ranging computer and language skill levels.

- An overall concern was that technology integration would be incorporated only insomuch as it meets our program goals.

Where is your program today in terms of technology integration (June 2006)?

Currently our program is attempting to address our major barriers to technology integration:

- Access Needs – First, we are evaluating the best way to increase technology integration for ELAA classes which now have no access.
    - We have completed a summer pilot of a three-week, technology-based ELAA course intended to test technology integrated lessons (multi-level), which we may want incorporate in the regular semester classrooms.
    - We have set a goal of computer contact for all ELAA students for at least once a month.

- Professional Development Needs – We are developing a teacher's manual which will contain technology integration standards, handouts, and lesson plans for GED and ELAA classes.

- Communication Needs – Our program is using NiceNet to communicate ideas and share useful Web links.

Where do you see your program going in Program Year 2006-2007 in terms of technology integration?

As we proceed into the 2006-2007 year we will:

- seek facilities and equipment and schedule time for ELAA classrooms so that computer and Internet technology are more readily and regularly available.

- continue to assess where our program goals meet our technology goals and create lessons that meet these goals and adhere to state standards.

- persist in seeking ways to provide teachers with professional development opportunities which increase computer proficiency and address their need for time to share and develop lessons.

- continue to refine our Program Specific Technology Integration Plan

Yuma Reading Council:

Where was your program in terms of technology integration at the start of the Technology Integration Project (November 2005)?

When the Technology Integration Project began, we had started to use technology in our program in new ways. We had begun to automate our processes more and to use technology more often for presentations and classes. Unfortunately, we had vague and mismatched plans for growth and change. Similarly, we had plans for our future and technology growth but they were limited and not far reaching.

Where is your program today in terms of technology integration (June 2006)?

Yuma Reading Council now has a long-range plan for technology and growth within our program. Our agency has also begun to use technology on a daily basis in ways we had previously not. Today, our teachers have the ability to create digital videos and have integrated distance learning as part their regular programming. We look forward to technology trainings as a part of our regular staff development and not as an extra, nonessential element. Our program has started to work more with other agencies to develop technology partnerships. Most importantly, this year we have upgraded all of our computers so that staff has all the same compatibility and capability. In the past, every staff person had a different computer with variations of programs. Finally, Yuma Reading Council is in the process of installing a new student lab, which will provide our students with more learning opportunities and the ability to access more technical options.

Where do you see your program going in Program Year 2006-2007 in terms of technology integration?

In Program Year 2006-2007, Yuma Reading Council will continue to strive to use more technology on a day-to-day basis. Furthermore, we will work to fulfill our written plan. Our agency will continue to work with the library to offer more technology classes for students and staff. Lastly, we will proceed to develop partnerships and access opportunities for staff development in our ongoing quest to become a program that integrates technology to its fullest potential.

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